**Lesson Plan Format**

**Teacher Candidate \_Joyce Powers\_\_\_ Grade Level\_\_2\_\_**

**Date of lesson\_\_11/16/2014\_\_**

**Content Standards:**

Standard: 2SS2: Geography

Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

2SS3.c: Trace the history of a family through the use of primary and secondary

sources, including artifacts, photographs, interviews, and documents.

ELA:

Standard: 2E2b: Applications (Different Types of Writing and Their Characteristics)

2E2b.3: Write a friendly letter complete with the date, salutation (greeting, such as

Dear Mr. Smith), body, closing, and signature.

**Learner Background:**

Students will know how to write a letter and we will be continuing on the theme of why people move and how towns develop.

**Student Learning Objective(s):**

* Students will be able to produce a letter written in the correct format
* Students will begin to trace their family history back three generations
* Students will discuss why people move

**Assessment:**

* Email a letter asking about their family history migration to their grandparents.

**Materials/Resources:**

* Map
* Computer
* Letter format outline for differentiation
* Journal
* Writing utensil
* Butcher paper

**Learning Activities:**

**Initiation:**

I would open with a picture of the world map and ask the students what they know about it. As they answer, I will listen to see what they know and where I need to start my next lesson on maps. I will also listen to see if the students know where not only they have lived but others in their family. Students will turn to their learning partner and question each other about where they have lived. Students will do a turn and talk about how we can/did exchange information in the past.

**Lesson Development**

**1.** Review why people migrate (informal assessment)

2. Review questions that people ask to gather information. What were some questions they asked their classmates in the initiation? Write the questions on butcher paper.

2. Review letter-writing process.

3. Model how to write a letter, on the smartboard, to my own grandparents about places they lived and why they moved. Use some of the questions from the butcher paper.

4. Include the students by asking what other questions I should include to gather my family history.

5. Have the students first construct their letter on paper and have a peer edit before the teacher reviews it.

6. Once reviewed by the teacher the students log on and can email their grandparents. Those who do not have computer access at home (either grandparent or child) may call their grandparents from home and discuss the questions.

**Closure:**

Students will share their letters and create a list of questions to ask their parents to find out about where they have lived.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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|  | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | Nathan- ADHD, below level | Pair him with a student that stays on task. Have a print out of letter format to reduce frustration to help remain on task. |
|  | Bob- IEP for LD | Place a writing prompt on his desk with questions he may want to include in his letter. Letter format handout. |
|  | Sally- 504 disconnect with thought to paper | Have her read her letter aloud to the teacher so she can hear what she wrote. |